

FEAR OF SPEAKING ENGLISH: REASONS

Krystyna Pivunkova, student

Svitlana Smolina, Associate Professor, PhD (Pedagogical Sciences), Research Advisor

T. H. Shevchenko National University "Chernihiv Colehium"

Nowadays we can see many articles and small publications in the Internet regarding the problem of communication in English. The fear of speaking English is a problem not only for pupils and students, but also for people studying the language independently or with a teacher. It is actual, so it is on the ears of network users. There are a lot of pieces of advice on how to get rid of it. However, among all the information we want to highlight the key one, which will be useful for teachers or future teachers of English, as well as for people learning the language for communication.

We are going to point out subjective and objective reasons for this phenomenon. According to the questionnaire, which was held at T.H. Shevchenko National University "Chernihiv Colehium" among the students of the first course, Philological Faculty in February 2019, there are some subjective common reasons:

- Fear of making mistakes. If a student is unsure in his/her knowledge of English, he/she is afraid to do something wrong, to be condemned by others. So they choose the best variant, as it seems to them, – just keep silence. "I know nothing" – is the most used phrase among the students. A teacher should inform a student that the mistakes should stimulate him/her to self-examination. Moreover, when he/she makes a mistake, they can analyze it, and this analysis will enable to avoid mistakes in the future.

- Shyness. Children really are afraid to speak for such a simple reason. They can be ashamed of both the teacher and their classmates. This aspect is important enough to overcome; it is necessary for the child to have a communication skill, which is also named "people skills", that will be useful in his/her future life. In order to make a child stop being nervous, a teacher should create a comfortable atmosphere (as much as possible within the classroom) and persuade a child, that everything is all right and his/her shyness is baseless.

- Fear of spontaneous communication. Many students said that they were scared about talking to a native speaker, when they were at school. In addition, approximately half of them still has such a fear.

Every reason we have mentioned above was just opinions of the students. Now we would like to enumerate some objective reasons:

- Lack of necessary knowledge in grammar. It is rather difficult for pupils of the secondary school to understand the tense forms organization in English. We have the different one in our native language, so there should be more practice with it.

- Lack of vocabulary. A pupil can understand everything a teacher says, but he/she cannot express his/her opinion or answer questions, because of low level lexical skills development. It should not consist of only common words. There should be English idioms, simple and complex phrases, communicative expressions that will help pupils understand native speaker's speech much more easily, and informal conversations will become their favourite activity.

Therefore, we have analyzed the reasons of fear while speaking English as a foreign language. We have pointed out subjective and objective ones. The next step in our further research will be working out the methods of overcoming the mentioned reasons.

TEACHING COMPLIMENTS IN THE FOREIGN LANGUAGE CLASSROOM

Natalia Romanchuk, student

Luis Perea, English Language Fellow, Lecturer of Applied Linguistics and ESL
V. O. Shukhomlinsky National University of Mykolaiv

Introduction

According to the comparative study on the pragmatics of compliments between Ukrainian and American speakers conducted in 2017-2018, a speech act of compliment may sometimes lead to misunderstandings and false interpretation. In the following article we are focusing on practical advice for teaching compliments in the foreign language classroom, which will add to the conducted theoretical study. The present study also attempts to correspond to the current trends in the Ukrainian system of education, and the New Ukrainian School in particular.

Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste.

In this context a speech act may be defined as the basic or minimal unit of linguistic communication (Searle, 1969, p.16) oriented to success (real sincere communication).

According to Wierbicka (1991), pragmatics is the study of linguistic interaction between people. In Thomas' (p. 92) conception, pragmatic competence is the ability to use language successfully in order to achieve a specific purpose and to understand language in context. Pragmatic failure is defined by Thomas (1983) as the occurrence when a L1 speaker perceives the purpose of a L2 utterance as other than the L2 speaker intended. Thomas (1983) distinguishes two kinds of pragmatic failure: pragmalinguistic (when language learners translate an utterance from their native language to the target language, but they fail to get their meaning across because of the difference of the communicative conventions) and sociopragmatic (it is about knowing what to say and to whom to say it to; it also refers to the social conditions, gender, and intimacy of relationship).